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ABSTRACT

This paper presents a brief history of the National Council for Accreditation of Teacher Education (NCATE), defining it as a national effort of voluntary accreditation. Distinctions are drawn between national voluntary accreditation and regional accreditation, with these distinctions being placed in a perspective of state licensure and program approval. Some program evaluation and accreditation qualities are identified that should serve as a value base to effectively undergird future national accreditation. A brief discussion is given of some guiding principles that have been leading the NCATE movement to redesign its functions, roles, and relationships. A presentation is made of tentative timelines and goals for NCATE becoming a more effective national voluntary system to assure both consumer protection and excellence in teacher education. Eight recommendations are made for deliberation by the Commission on Excellence in Teacher Education. (JD)

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National Council for Accreditation of Teacher Education

"THE PLACE AND APPROPRIATE FUTURE OF NATIONAL ACCREDITATION"

PRESENTED TO

THE NATIONAL COMMISSION ON EXCELLENCE IN TEACHER EDUCATION

SAN FRANCISCO, CALIFORNIA
OCTOBER 22, 1984

SP 025 587

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REGIONAL AND NATIONAL VOLUNTARY ACCREDITATION

"THE PLACE AND APPROPRIATE FUTURE OF NATIONAL ACCREDITATION"

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SAN FRANCISCO, CALIFORNIA
OCTOBER 22, 1984

BY:

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Executive Director
National Council for
Accreditation of Teacher Education

INTRODUCTION

IT IS A PLEASURE TODAY TO BE INVITED TO PRESENT AT THIS SEMINAR OF THE COMMISSION AS IT ADDRESSES EXCELLENCE IN TEACHER EDUCATION. I WOULD LIKE TO REFINE THE TOPIC OF THIS PAPER TO MORE CLOSELY FOCUS ON "THE PLACE AND APPROPRIATE FUTURE OF NATIONAL ACCREDITATION AND ITS RELATIONSHIP TO EXCELLENCE IN AMERICAN EDUCATION."

IN JULY OF THIS YEAR, I WAS APPOINTED THE EXECUTIVE DIRECTOR OF THE NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION. FOR ME THIS FOLLOWS 15 YEARS OF DIVERSE WAYS OF WORKING WITH NATIONAL ACCREDITATION AND PROGRAM EVALUATION. AS MANY OF YOU KNOW, I'VE VIEWED THE ACCREDITATION PROCESS FROM BOTH PRIVATE UNIVERSITY AND PUBLIC UNIVERSITY PERSPECTIVES AND I'VE SERVED STATE-WIDE CERTIFICATION MATTERS BY CHAIRING THE NEVADA PROFESSIONAL STANDARDS COMMISSION FOR TWO TERMS. IN THESE CAPACITIES I'VE HAD AN OPPORTUNITY TO VIEW FIRST-HAND, BOTH CURRENT PRACTICES AND MANY DISCUSSIONS ABOUT IMPROVED FUTURES FOR BOTH NATIONAL ACCREDITATION AND STATE PROGRAM APPROVAL.

FOR TODAY'S PRESENTATION, I WILL ATTEMPT TO DO FOUR THINGS.

1. GIVE A BRIEF HISTORY OF THE NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION AS A NATIONAL EFFORT OF VOLUNTARY ACCREDITATION INCLUDING DRAWING SOME DISTINCTIONS BETWEEN NATIONAL VOLUNTARY ACCREDITATION, REGIONAL ACCREDITATION AND PLACING THESE IN A PERSPECTIVE OF STATE LICENSURE AND PROGRAM APPROVAL.

2. IDENTIFY SOME PROGRAM EVALUATION AND ACCREDITATION QUALITIES THAT SHOULD SERVE AS A VALUE BASE TO EFFECTIVELY UNDERGIRD FUTURE NATIONAL ACCREDITATION.

3. DISCUSS BRIEFLY SOME GUIDING PRINCIPLES THAT HAVE BEEN LEADING NCATE MOVEMENT INTO THE FUTURE TO REDESIGN ITS FUNCTIONS, ROLES AND RELATIONSHIPS.

4. PRESENT SOME VERY TENTATIVE TIMELINES AND GOALS FOR THE NATIONAL COUNCILFOR ACCREDITATION OF TEACHER EDUCATION BECOMING A MORE EFFECTIVE NATIONAL VOLUNTARY SYSTEM TO ASSURE BOTH CONSUMER PROTECTION AND EXCELLENCE IN TEACHER EDUCATION.

NATIONAL ACCREDITATION AND STATE PROGRAM APPROVAL

AS MANY OF YOU KNOW, THE NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION IS THE ONLY NATIONAL ACCREDITING AGENCY RECOGNIZED BY BOTH THE U.S. DEPARTMENT EDUCATION AND THE COUNCIL ON POSTSECONDARY ACCREDITATION TO ACCREDIT BASIC AND ADVANCED PROGRAMS FOR: TEACHERS OF ELEMENTARY, SECONDARY, SPECIAL EDUCATION CHILDREN; SCHOOL ADMINISTRATORS; CURRICULUM INSTRUCTION; AND OTHER RELATED AREAS.

NCATE WAS FORMED IN 1954 BY ASSOCIATIONS REPRESENTING STATE DEPARTMENTS OF EDUCATION, INSTITUTIONS OF HIGHER EDUCATION, AND THE TEACHING PROFESSIONS. NCATE HAS GROWN TO BECOME ONE OF THE LARGEST SPECIALIZED ACCREDITING AGENCIES IN AMERICAN HIGHER EDUCATION--ACCREDITING PROFESSIONAL PROGRAMS IN 542 INSTITUTIONS. IT IS ESTIMATED THAT OVER 80% OF THE AMERICAN TEACHERS AND SCHOOL SUPPORT PERSONNEL NOW GRADUATE FROM NCATE ACCREDITED INSTITUTIONS.

NCATE AS A COUNCIL CONSISTS OF REPRESENTATION OF THE AMERICAN ASSOCIATION OF COLLEGES OF TEACHER EDUCATION, THE AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS, THE AMERICAN ASSOCIATION FOR EDUCATIONAL COMMUNICATIONS AND TECHNOLOGY, THE COUNCIL FOR EXCEPTIONAL CHILDREN, THE COUNCIL OF CHIEF STATE SCHOOL OFFICERS, THE NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS, THE NATIONAL COUNCIL OF TEACHERS OF MATHEMATICS, THE NATIONAL COUNCIL OF TEACHERS OF SCIENCE, THE NATIONAL EDUCATION ASSOCIATION, AND THE NATIONAL SCHOOL BOARDS ASSOCIATION AND OTHER CONSTITUENT AND ASSOCIATE GROUPS.

NCATE AS A NATIONAL PROFESSIONAL BODY SERVES A DISTINCT ROLE FROM REGIONAL ACCREDITATION WITH REGIONAL ACCREDITATION HOLDING THE RESPONSIBILITY TO ACCREDIT THOSE INSTITUTIONS IN A GIVEN GEOGRAPHIC AREA THAT OFFER THEMSELVES TO BE VIEWED AS AN ENTIRE INSTITUTION. REGIONAL ACCREDITATION IS OFTEN USED TO UNDERGIRD CERTIFICATION. ON A REGIONAL ACCREDITATION VISITING TEAM, THE EDUCATION PROFESSION CONSISTS OF PERHAPS ONE REPRESENTATIVE DEPENDING ON HOW FORMALLY OR INFORMALLY EDUCATION IS ORGANIZED AT THAT INSTITUTION. NCATE SERVES THE NATIONAL INTEREST IN IDENTIFYING THOSE PROGRAMS OF QUALITY WHOSE OPERATION MEETS SPECIFIC STANDARDS APART FROM THAT OF REGIONAL ACCREDITATION. PROGRAM APPROVAL, HOWEVER, IS A STATE REGULATORY FUNCTION AND AS SUCH SERVES A THIRD LEVEL. STATE PROGRAM APPROVAL USUALLY LEADS TO LICENSURE OR CERTIFICATION IN A GIVEN STATE. CERTIFICATION OR LICENSURE IS THE RESPONSIBILITY OF EACH OF THE FIFTY STATES TO DECIDE THE MINIMUM COMPETENCIES OF PROFESSIONALS SAFE TO ENTER CLASSROOMS.

A RELATIONSHIP DOES EXIST BETWEEN MANDATORY STATE PROGRAM APPROVAL AND VOLUNTARY NATIONAL ACCREDITATION. THIS RELATIONSHIP MUST BE CLEARLY UNDERSTOOD. WHILE STATE APPROVAL AND NATIONAL ACCREDITATION DO AFFECT EACH OTHER, BOTH ARE QUITE SEPARATE FUNCTIONS. IT IS BELIEVED BY MANY THAT IN RECENT HISTORY THESE HAVE BECOME INCREASINGLY SIMILAR IN STANDARDS,

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INSERT DISPLAY 1

PROCEDURES, AND LANGUAGE. STATE APPROVAL IS A GOVERNMENTAL ACTIVITY WHICH FOCUSES ON DEVELOPING AND MAINTAINING STANDARDS AT ALL PROFESSIONAL EDUCATION PROGRAMS OR PREPARATION UNITS WITHIN A STATE INSTITUTION OF HIGHER EDUCATION. THESE STATE STANDARDS MUST BE MET FOR THE GRADUATES TO BE ELIGIBLE FOR CERTIFICATION LICENSURE. IT DERIVES FROM THE STATE'S LEGAL RESPONSIBILITY FOR

EDUCATION AND THE STATE'S OBLIGATION TO PROTECT ITS CITIZENS FROM INADEQUATE PROFESSSIONAL PROGRAMS AND/OR PREPARATION UNITS WITHIN COLLEGES AND UNIVERSITIES. FURTHERMORE, STATE APPROVAL INSURES THAT THOSE WHO ARE TO BE CERTIFIED BY THE STATE HAVE COMPLETED ADEQUATE PREPARATION PROGRAMS. THE STANDARDS ARE, THEREFORE, THOSE THE STATE SETS AS A MINIMUM IT WOULD ACCEPT WITHIN ITS BORDERS. SINCE THE STATE CONTROLS AND CONDUCTS APPROVAL EFFORTS, STATE PROCEDURES USED ORIGINATE AND ARE CONTINOUSLY SHAPED BY CONDITIONS AND PERSONS WITHIN THE STATE.

NATIONAL ACCREDITATION ON THE OTHER HAND CONCENTRATES ON ESTABLISHING AND UPHOLDING STANDARDS OF EXCELLENCE IN THE NATIONAL INTEREST. THUS, THE STANDARDS ARE THOSE THAT IDENTIFY A CONSISTENTLY HIGH LEVEL OF QUALITY ACROSS THE FIFTY STATES. ACCREDITATION IS ENTERED INTO BY PREPARATION UNITS WITHIN COLLEGES AND UNIVERSITIES AS A MEANS OF DEMONSTRATING A PROMOTION OF EDUCATIONAL QUALITY, INSTITUTIONAL INTEGRITY, AND PROFESSIONAL COMMITMENT. IT IS GOVERNED AND DIRECTED BY AN INDEPENDENT AGENCY SUPPORTED BY AND RESPONSIBILE TO THE PREPARATION OF INSTITUTION AND THE PRACTICING PROFESSION. ACCREDITATION STANDARDS AND PROCEDURES ARE ESTABLISHED, REVISED, AND UPDATED BY A PROCESS WHICH INCLUDES REPRESENTATIVES OF THE STAKEHOLDER ORGANIZATION, IN THIS CASE, IN NCATE. THOSE STANDARDS REFLECT NATIONALLY ACCEPTED CRITERIA BASED UPON RESEARCH AND RECOGNIZED PRACTICE.

THUS, THE FUNDAMENTAL DISTINCTION BETWEEN APPROVAL AND ACCREDITATION LIE IN THEIR RESPECTIVE PURPOSE. WHILE APPROVAL IS CONCERNED WITH MAINTENANCE OF ACCEPTABLE STANDARDS OF OPERATION WITHIN STATE, ACCREDITATION CONCENTRATES ON

UPHOLDING NATIONAL QUALITY STANDARDS. (NOTE THE PRECEDING IDEAS AND DISTINCTIONS ARE DRAWN FROM AACTE'S CAA PROPOSAL A PROPOSED ACCREDITATION SYSTEM AN ALTERNATIVE TO CURRENT NCATE).

INSERT DISPLAY 2.1

ACCREDITATION AND EVALUATION QUALITIES

UNDERGIRDING NCATE AS A NATIONAL ACCREDITING BODY ARE SOME SPECIFIC ASSUMPTIONS REGARDING ACCREDITATION QUALITIES. THESE ASSUMPTIONS ARE SUMMARIZED BY THE FOLLOWING FIVE:

A. WE BELIEVE THAT ALL TEACHER EDUCATION PROGRAMS CAN BE IMPROVED.

B. WHILE DIFFERENT PERCEPTIONS EXIST CONSENSUS CAN BE DEVELOPED REGARDING QUALITY AND STANDARDS

C. EXTERNAL REVIEW MUST BE DISCRIMINATING AND HELPFUL.

D. VOLUNTARY ACCREDITATION MUST HAVE RESPECT AND PRESTIGE AND IT MUST BE GROUNDED IN THE STATE OF THE ART.

E. THIS IS A NECESSARY AND APPROPRIATE ROLE FOR STATE PROGRAM APPROVAL AND NATIONAL ACCREDITATION.

THESE FIVE ASSUMPTIONS, WE HOPE UNDERGIRD ALL OF NCATE'S ACTIVITIES AND PARTICULARLY OVER THE NEXT TEN YEARS AS IT WORKS TO REDESIGN AND REDEFINE ITS NATIONAL AS WELL AS ITS SCOPE IN EACH STATE.

IT SHOULD BE NOTED THAT EFFECTIVE/QUALITY-ORIENTED EVALUATION AND ACCREDITATION MUST OPERATE FROM A VALUE BASE. THE FOLLOWING VALUES APPEAR TO BE PARAMOUNT:

A. HELPFUL - TO THE CONSUMERS, TO ALL THE AGENCIES, TO THE CONSTITUENTS OF EACH OF THE MEMBER AND SPONSORING UNITS AS WELL AS TO THE INSTITUTION WHERE THE EVALUATION OCCURS.

B. WHOLISTIC - ALL EFFORTS SHOULD BE MADE TO GATHER HARD AND SOFT DATA AND TO GATHER DATA IN A COMPREHENSIVE AND SYSTEMATIC WAY.

C. FUTURES-ORIENTED - THE PROCESS OF ACCREDITATION SHOULD CONSTANTLY BUILD TOWARD MORE EFFECTIVE FUTURES FOR SCHOOLS, COLLEGES AND DEPARTMENTS OF EDUCATION, AS WELL AS PRACTITIONERS, SPECIALTY GROUPS AND THE CONSUMERS.

D. REDUCED OPPRESSIVENESS - GOOD PROGRAM EVALUATION, AS GOOD ACCREDITATION EVALUATION, SHOULD OPERATE IN A WAY AS TO REDUCE THE OPPRESSIVE NATURE OF THE IMPLEMENTATION AND ADMINISTRATIVE ACTIVITIES. MANY DEVICES CAN BE DEVELOPED TO MORE THOROUGHLY UNDERSTAND THE PROCEDURES AND PROCESSES THROUGH WHICH EFFECTIVE TEAM AND LEADERSHIP DEVELOPMENT CAN OCCUR.

E. UNDERSTANDING THE STANDARDS AND STANDARDIZING THEIR APPLICATION WILL NEED TO BE A CONSTANT EFFORT.

REDESIGNING NATIONAL ACCREDITATION

AS SOME OF YOU ARE AWARE, THE NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION BACK IN OCTOBER OF 1983 PASSED A SIGNIFICANT MOTION TO REDESIGN ITS STANDARDS, POLICIES, AND PROCEDURES. THIS EFFORT OFTEN REFERRED TO AS "NCATE REDESIGN" STEMS FROM MULTIPLE CIRCUMSTANCES. THE REDESIGN WAS LEAD BY VARIOUS DATA SUCH AS NIE'S EVALUATION STUDY CONDUCTED AT MICHICAN STATE UNIVERSITY, VARIOUS STAFF DOCUMENTS INTERNAL TO NCATE, POSITION PAPERS PUBLISHED BY THE ASSOCIATION OF STATE UNIVERSITIES AND LAND GRANT DEANS, THE TEACHER EDUCATION COUNCIL OF STATE UNIVERSITIES, AND VARIOUS OTHER DOCUMENTS POINTING OUT THE NEED FOR FUTURE DIRECTION OF NCATE.

FROM OCTOBER OF 1983 TO AUGUST OF 1984, TASK FORCES OF NCATE WENT ABOUT THEIR WORK OF DEVELOPING POLICIES, PROCEDURES, AND STANDARDS TO IMPLEMENT SIX TENETS. NCATE THEORECTICALLY UNFROZE ITS OPERATION AND INVITED MANY OTHER PROFESSIONAL AND STAKEHOLDERS TO THIS EFFORT. THE COUNCIL ON LEARNED SOCIETIES AND THE COUNCIL OF CHIEF STATE SCHOOL OFFICERS WERE TWO OF PARTICULAR SIGNIFICANCE IN THE EFFORT FOR REDESIGN. REPRESENTATIVES OF LAND GRANT UNIVERSITIES AND STATE REGIONAL UNIVERSITIES AS WELL AS PRIVATE SCHOOLS WERE ENCOURAGED TO TAKE PART IN THESE DELIBERATIONS. AS AN OUTCOME OF THIS WORK, JUST LAST WEEK IN WASHINGTON, D. C. A NEW DOCUMENT ENTITLED NCATE

REDESIGN WAS SUBMITTED TO THE COUNCIL. THIS DOCUMENT CONTAINED FAR REACHING PROPOSALS TO MOVE NCATE TOWARDS THE SIX TENETS. THE SIX TENENTS IN SUMMARY FORM ARE AS FOLLOWS:

1. MAJOR UNIT FOCUS FOR ACCREDITATION -- THE PROFESSIONAL UNIT OF TEACHER PREPARATION AND INCLUDING TOUCHING PROGRAMS AS THEY ARE IMPACTED BY OTHER ACADEMIC PROGRAMS IN THE UNIVERSITY.

2. CREATION OF PROCEDURES OF CONTINUED ACCREDITATION OVER REACCREDITATION.

3. ESTABLISHMENT OF A REGULAR ON-GOING DATA BASE.

4. THE DEVELOPMENT OF A BOARD OF EXAMINERS IN PLACE OF THE CURRENT VISITING TEAM MADE UP A SMALLER WELL-TRAINED, HIGHLY ESTEEMED INDIVIDUALS WHO WILL WORK TOGETHER AS A TEAM

5. UNIT STANDARDS ON STUDENT; RESOURCES; FACULTY; RELATIONSHIP WITH THE FIELD OF PRACTICE AND DRIVEN BY KNOWLEDGE BASE.

6. BUILD BETTER ARTICULATION BETWEEN NATIONAL ACCREDITATION AND STATE PROGRAM APPROVAL.

ONE CAN CLEARLY SEE THE RELATIONSHIP OF THESE TENETS TO THE OBSERVATIONS AND CRITICISMS THAT HAD BEEN DEVELOPING IN PRIOR YEARS REGARDING NCATE, ITS POLICIES AND PROCEDURES. THESE TENETS WERE AGGRESSIVELY SUPPORTED BY THE COUNCIL AND OVER THE PAST TWO YEARS HAVE BEEN FURTHER DEVELOPED BY VARIOUS COUNCIL AND EXPANDED WORK GROUPS. NCATE IS PROUD OF THE SUPPORT IT HAS RECEIVED FROM ALL SEGMENTS OF THE PROFESSIONAL COMMUNITY. VOLUNTEER ASSISTANCE WAS SUPPLIED BY MEMBERSHIP OF LARGE RESEARCH ORIENTED INSTITUTIONS, REGIONAL INSTITUTIONS AS WELL AS PRIVATE SMALL INSTITUTIONS. FURTHER, PARTICIPANTS IN THE REDESIGN WORK HAVE BEEN DRAWN FROM LEARNED SOCIETIES, THE COUNCIL OF CHIEF STATE SCHOOL OFFICERS, AND THE NATIONAL ASSOCIATION FOR STATE DIRECTORS OF TEACHER EDUCATION AND CERTIFICATION.

AFTER THE JUNE MEETING IN CHICAGO, COUNCIL CHAIR, MARJORIE PIKE, COMMISSIONED THE EXECUTIVE DIRECTOR TO DEVELOP A THREE-MONTH TIMELINE TO MOVE THE VARIOUS AD HOC TASK FORCE COMMITTEES TO CREATE A DOCUMENT THAT COULD FORM THE BASIS OF THE TOTAL REDESIGN OF NCATE. THE DOCUMENT AFTER BEING STAFF DRAFTED WAS THEN REACTED TO THEORICALLY BY A SENIOR SCHOLAR, DR. GEORGE DENEMARK. AFTER HIS REACTIONS WERE CONSIDERED BY THE STAFF WRITING TEAM, THE DOCUMENT WAS THEN OFFERED TO THREE REACTORS WHO HAD BEEN PART OF THE ORIGINAL NCATE REDESIGN. A CRITIQUE MEMO WAS THE RESULT OF THEIR INPUT. TWO WEEKS AGO, IN WASHINGTON, THE COUNCIL SPENT THREE DAYS ADDRESSING THE SUBSTANCE AND IMPLICATIONS OF THIS REDESIGN DOCUMENT AND CONSIDERATION WAS GIVEN TO THE CRITIQUE MEMO AS A WAY TO TIE THE DEVELOPMENT OF THE REDESIGN WITH THE EARLIER BELIEF AND TENETS.

IN CLOSING, IT LOOKS LIKELY THAT ANOTHER WORK SESSION IN MARCH WILL NEED TO OCCUR TO CONTINUE TO CONSIDER COUNCIL'S REACTIONS TO THE REDESIGN DOCUMENT. CURRENT CHAIR J. T. SANDEFUR'S POSITION IS THAT BY JUNE OF 1985 THE COUNCIL SHOULD BE READY FOR ACTION. IT IS ANTICIPATED THAT THIS ACTION WOULD THEN RESULT IN AN 18 MONTH PUBLIC DISCLOSURE PERIOD WHERE ALL CONSTITUENTS AND THE PUBLIC AT LARGE WILL HAVE AN OPPORTUNITY TO COMMENT ON THE REDESIGN. AT THE END OF THAT TIME NCATE SHOULD BE FULLY OPERATING USING REDESIGN CRITERIA.

I WOULD LIKE TO CALL YOUR COMMISSION'S ATTENTION, HOWEVER, TO A NEW, ENCOURAGING DEVELOPMENT AND WOULD VALUE YOUR RESPONSE. AS AN OUTGROWTH OF THE EFFORT AT BETTER ARTICULATION BETWEEN STATE AND NATIONAL ACCREDITATION, FAR REACHING AND INTENSIVE MEETINGS HAVE BEEN HELD BETWEEN REPRESENTATIVES OF THE COUNCIL AND CHIEF STATE SCHOOL OFFICERS, THE NATIONAL EDUCATION ASSOCIATION, AND THE AMERICAN ASSOCIATION OF COLLEGES OF TEACHER EDUCATION. THESE THREE

GROUPS HAVE BEEN EXPLORING A PLAN OF ARTICULATION THAT WOULD CALL FOR NATIONAL ACCREDITATION IN THE FUTURE TO HAVE THREE MAJOR FUNCTIONS -- UNIT ACCREDITATION AS PROPOSED IN THE REDESIGN DOCUMENT, A NATIONAL FORUM TO ADDRESS QUALITY CONTROL IN SPECIALTY AREAS, AND DEVELOPMENT OF A NATIONAL FORUM TO RECOGNIZE QUALITY IN STATE APPROACHES TO PROGRAM APPROVAL.

INSERT DISPLAY 2.2

THESE THREE FUNCTIONS OF NATIONAL ACCREDITATION IN THE FUTURE WILL BE GOVERNED BY APPROPRIATE COUNCILS WITH A BODY VERY SIMILAR TO NCATE OF TODAY GOVERNING THE UNIT ACCREDITATION. THE SPECIALTY GUIDELINES APPROVAL SYSTEM AND THE STATE RECOGNITION APPROVAL SYSTEM WOULD NEED TO BE FURTHER DEVELOPED. IT IS ANTICIPATED THAT MUCH OF THE LEADERSHIP FOR THE STATE RECOGNITION PROGRAM WOULD NEED TO COME FROM STATE WIDE LEADERSHIP SUCH AS CHIEF STATE SCHOOL OFFICERS, STATE BOARDS OF EDUCATION, THE NATIONAL ASSOCIATION OF STATE DIRECTORS OF TEACHER EDUCATION AND CERTIFICATION AND OTHER STATE RELATED GROUPS.

INSERT DISPLAY 2.3

THE CONCEPT RESTS ON THE PREMISE THAT NCATE IN THE FUTURE COULD GIVE QUALITY ASSURANCE TO THE PUBLIC THAT THE UNIT WAS PROFESSIONALLY EVALUATED BY A NATIONAL FORUM AND THAT THE PROCESSES AND STANDARDS OF PROGRAM APPROVAL (VESTED IN STATE RESPONSIBILITY) HAD ALSO BEEN RECOGNIZED AT A NATIONAL LEVEL OF QUALITY. THIS WOULD IN OUR JUDGMENT BE A MAJOR STEP IN THE DIRECTION OF ASSURING OUR PUBLICS THAT THE UNIT THAT OPERATED THE TEACHER EDUCATION PROGRAM AND THE SPECIFIC CREDENTIALLING IN THE PROGRAM HAD BEEN NATIONAL ASSURED.

CLOSING AND RECOMMENDATIONS

TO GUIDE OUR FOLLOW-UP DISCUSSIONS, I WOULD LIKE TO HAVE THE OPPORTUNITY TO PRESENT SOME FACTS REGARDING NCATE AS IT OPERATES TODAY.

INSERT DISPLAY 3.1 AND 3.2

IN CLOSING, PLEASE ALLOW ME TO MAKE EIGHT (8) RECOMMENDATIONS FOR YOUR DELIBERATION.

RECOMMENDATIONS TO THE COMMISSION ON EXCELLENCE IN TEACHER EDUCATION:

1. ENCOURAGE STATES TO JOIN WITH NATIONAL EFFORTS TO ELIMINATE INSTITUTIONS OFFERING TEACHER EDUCATION THAT DO NOT HAVE THE CRITICAL MASS OF FACULTY AND RESOURCES TO ADEQUATELY PREPARE QUALITY TEACHERS.

2. ENCOURAGE THE MAJOR STACKHOLDERS (AACTE, AASA, AFT, CCSSO, ECS, NASBE, NCSL, NEA, NSBA, PTA, SHEEO) TO JOIN IN FUTURE DEVELOPMENT OF TEACHER PREPARATION STANDARDS THAT ARE IN THE NATIONAL INTEREST.

3. SUPPORT THE DEVELOPMENT OF EFFECTIVE APPLICATIONS OF NATIONAL ACCREDITATION AND QUALITY STATE PROGRAM APPROVAL TO ASSURE THE PUBLIC THAT INSTITUTIONS HAVE MET NATIONAL ACCREDITATION STANDARDS AND THAT THEIR PROGRAM APPROVAL IS EVALUATED EXTERNALLY.

4. ENCOURAGE REDESIGNING ACCREDITATION SYSTEMS TO FOCUS MORE ON OUTCOMES AND PRODUCTS.

5. OPPOSE SYSTEMS OF ACCREDITATION AND CERTIFICATION THAT ARE SINGLE DIMENSIONAL (I.E. ONE NORMATIVE TEST FOR CERTIFICATION OR PROGRAM APPROVAL BASED ON STUDENT TESTING ALONE).

6. SUPPORT NECESSARY ALTERNATIVE CERTIFICATION THAT HAS APPROPRIATE ROLES FOR LOCAL SCHOOLS, PRACTICING TEACHERS, AND HIGHER EDUCATION. FURTHER SUPPORT DIAGNOSTIC INFORMATION FOR EMERGENCY CERTIFICATION THAT INCLUDES ALL THE CHECKS AND EVALUATIONS THAT ARE PART OF CURRENT QUALITY TEACHER EDUCATION PROGRAMS.

7. ENCOURAGE CHIEF STATE SCHOOL OFFICERS TO BECOME INVOLVED DIRECTLY IN TEACHER PREPARATION THROUGH EFFORTS AT MONITORING AND IMPROVING THE PROCESS FOR PROFESSIONAL UNIT ACCREDITATION AND QUALITY PROGRAM APPROVAL SYSTEMS.

8. ENCOURAGE CAMPUS PRESIDENTS AND STATE HIGHER EDUCATION EXECUTIVE OFFICERS TO BECOME INVOLVED DIRECTLY IN TEACHER PREPARATION AND TO USE THE APPROPRIATE NATIONAL ACCREDITATION AND STATE PROGRAM APPROVAL PROCESSES IN DETERMINING THE ADEQUACY OF THEIR INSTITUTIONAL OFFERINGS.

I THANK YOU FOR THE OPPORTUNITY OF VISITING WITH YOU TODAY AND I LOOK FORWARD TO A CONTINUED INDEPTH DISCUSSION ON THESE AND OTHER QUALITY RELATED MATTERS.

DISPLAYS

D I S P L A Y 1: STANDARDS USED FOR APPROVAL OF TEACHER EDUCATION PROGRAMS BY STATE: 1983

NCATE - 24

NASDTEC - 17

SOURCE: THE CONDITION OF TEACHING - A STATE BY STATE ANALYSIS
C. EMILY FEISTRITZER, 1983

D I S P L A Y 2.1: ACCREDITATION / LICENSURE

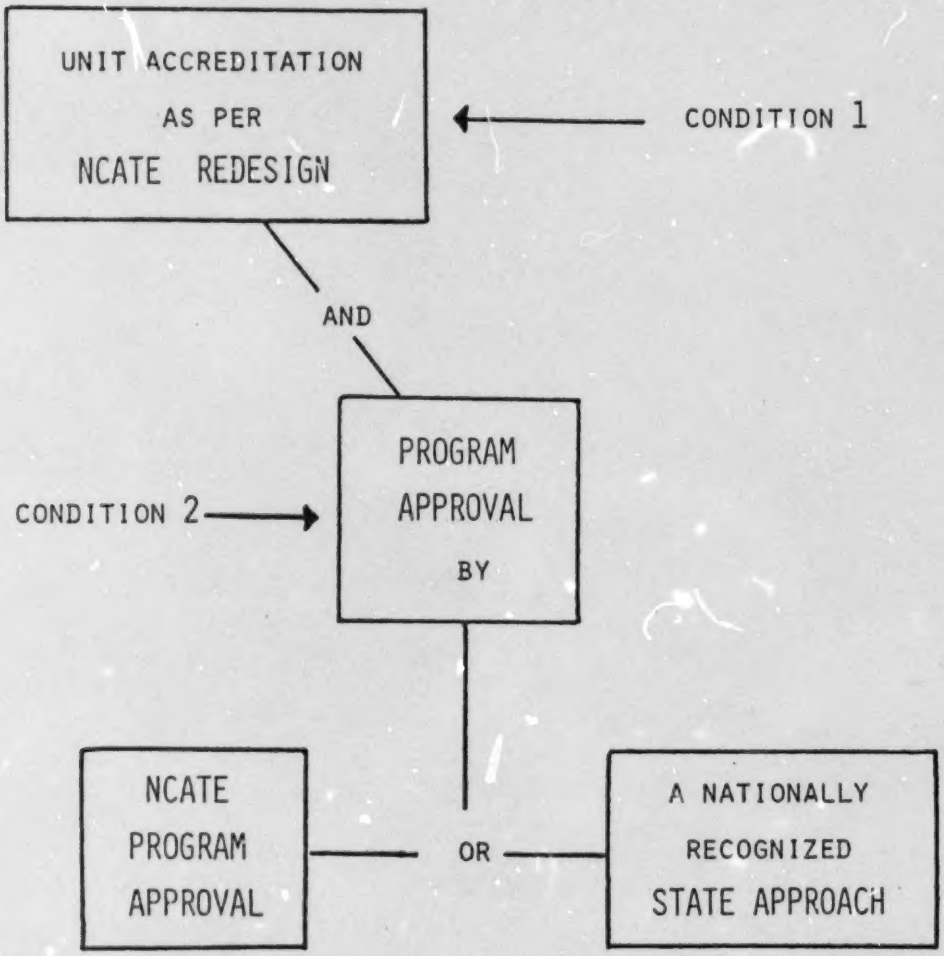
ACCREDITATION :

THE VOLUNTARY RECOGNITION OF QUALITY OF AN INSTITUTION'S TEACHER EDUCATION UNIT

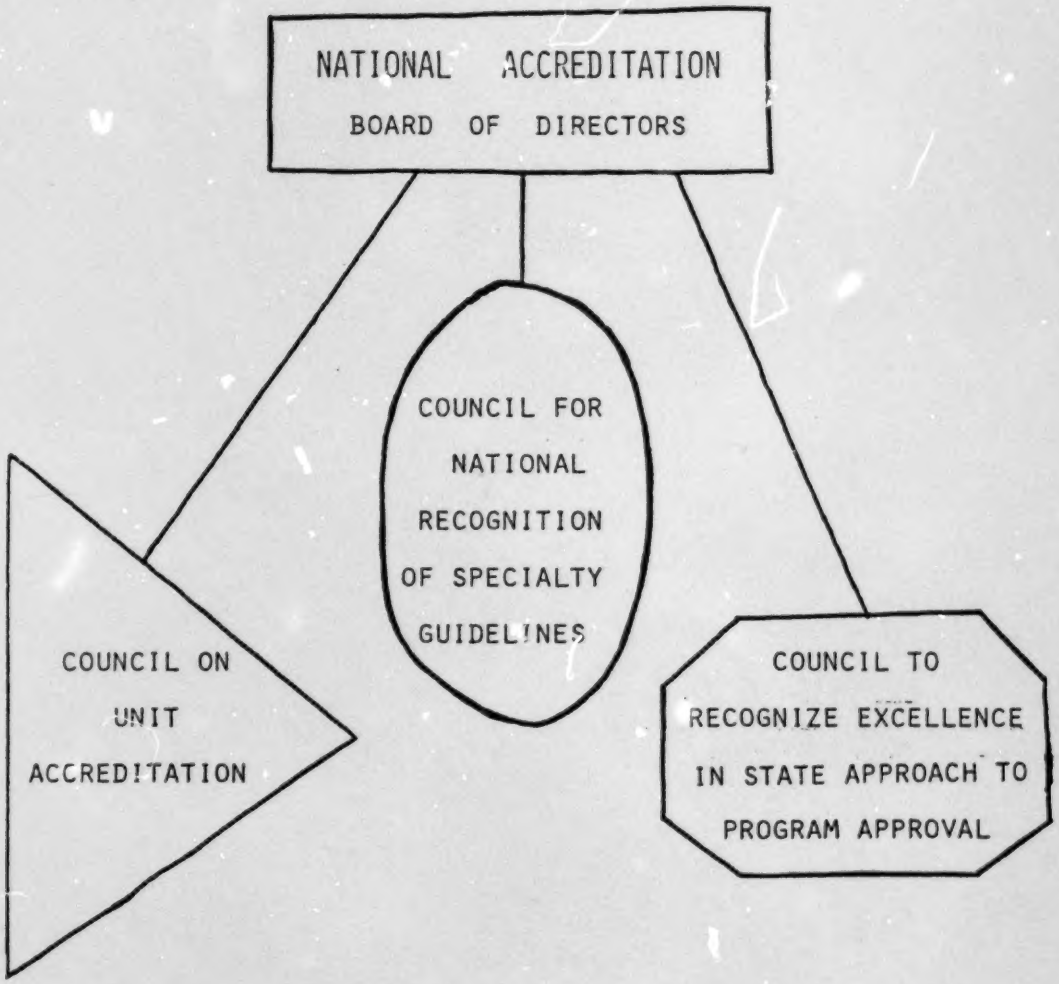
LICENSURE / CERTIFICATION :

PROGRAM APPROVAL---
A STATE'S WAY TO ASSURE QUALITY OF PROFESSIONALS ENTERING CLASSROOMS

D I S P L A Y 2.2 : NATIONAL ACCREDITATION OF THE FUTURE



D I S P L A Y 2.3 : NATIONAL ACCREDITATION REDESIGNED


NATIONAL ACCREDITATION
BOARD OF DIRECTORS
COUNCIL FOR NATIONAL RECOGNITION OF SPECIALTY GUIDELINES
COUNCIL ON UNIT ACCREDITATION
COUNCIL TO RECOGNIZE EXCELLENCE IN STATE APPROACH TO PROGRAM APPROVAL

D I S P L A Y 3.1: SOME FACTS RE: NCATE OPERATION

- 542 INSTITUTIONS ACCREDITED (1,200 REPORTED OPERATING)
- 233 NON-PUBLIC
- 100 VISITATIONS PER YEAR
- 9 TO 10 AVERAGE TEAM SIZE

DISPLAY 3.2: SOME FACTS RE: NCATE DENIALS

- AVERAGE OF 20% DENIAL OF 1 OR MORE PROGRAMS PER INSTITUTION OVER THE LAST FIVE YEARS.

- AVERAGE DENIAL IS BASED ON 7 STANDARDS FAILED OUT OF 26 STANDARDS.

- DENIALS BASED ON SIZE OF INSTITUTION (A DENIAL IN ONE OR MORE PROGRAMS).

. LARGE PUBLIC OR PRIVATE	13%
. REGIONAL STATE INSTITUTION	45%
. PRIVATE SUBMITTING 4 OR MORE	13%
. SMALL PRIVATE 3 OR LESS	30%